

Establishment of Career Education Model Linked to Curriculum (III)

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This research has as its ultimate goal the establishment of an operational model that effectively integrates the school curriculum's educational objectives and motivations with 'career development capacity.' Such an undertaking is designed to simultaneously develop curriculum education and the career competencies needed throughout one's life.

This year's research involved proposing an operational model for curriculum integration that was based on the fundamental research conducted during the first year (2008), and the career education materials collected as part of the pilot study carried out during the second year (2009). Thereafter, the third year of this research was completed with the formulation of career education teaching and learning materials.

This study unfolded as follows. First, in cooperation with the Ministry of Education, Science and Technology and the Provincial Education Offices, a total of 6 schools (two elementary, middle, and high schools) were chosen as 'research schools'. Monitoring measures and surveys were drafted as part of the framework for the analysis of the operational plans pertaining to integrated career education at the research schools, as well as related procedures, and operational results. Second, based on the operational plans for these research schools, curriculum-integrated career education courses were intensively conducted for 1 semester, namely from March to the end of July 2010. In addition, surveys, participant observation sessions, and interviews were carried out in accordance with the above-mentioned monitoring measures established for the integrated career education schools. Third, the effectiveness of integrated career education and the overall adequacy of pilot schools were analyzed. Fourth, based on a comprehensive analysis of the results, an operational model for curriculum-integrated career education was proposed to the research schools.

Finally, the data related to integrated career education was modified, developed, and disseminated to the research schools so that they could incorporate integrated career education within their school curricula.

The following results were obtained from the application of integrated career education within the research schools. First, a clear enhancement of the research school teachers' awareness of integrated career education was recorded. Second, when combined with the results of student surveys, we discovered that integrated career education courses had, by a small margin, an effect on increasing students' awareness of career education and career development competencies.

The plan to vitalize integrated career education can be broken down into three levels: central government and the Ministry of Education, Science and Technology, the provincial level, and the frontline school level.